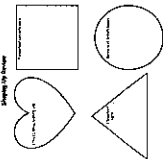
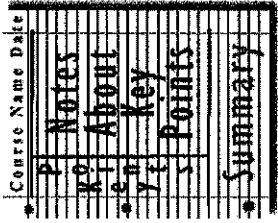


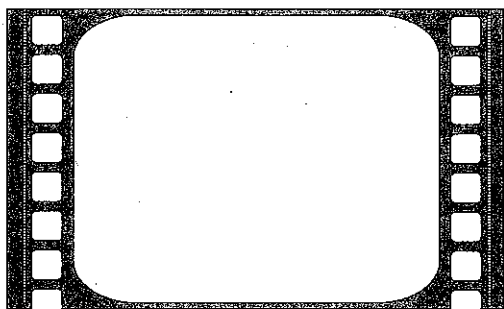
Cornell Notes

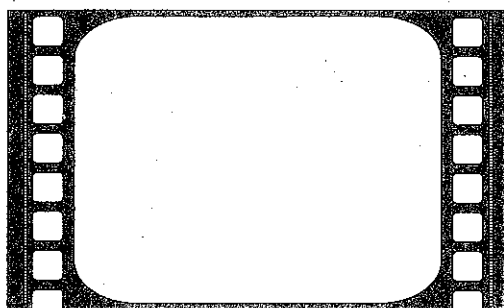
Name	Date
Topic	Class

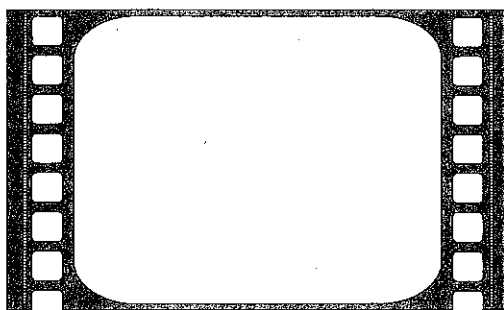
Recall Column	Note taking Column
Summary	

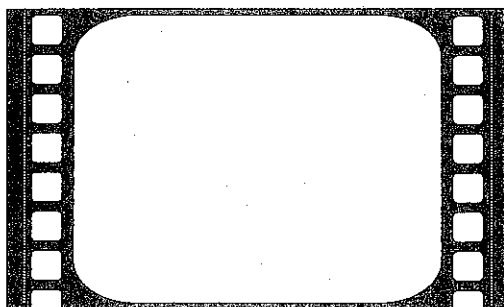
<p>Generalizations about Summarizing & Note Taking</p> <p>Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students will learn to put information into their own words and how to synthesize information accurately and concisely.</p>	<p>Marzano's Summary Frames:</p> <ol style="list-style-type: none"> 1. Narrative Frame 2. Topic-Restriction-Illustration Frame 3. Definition Frame 4. Argumentation Frame 5. Problem/Solution Frame 6. Conversation Frame <p>http://sddial.k12.sd.us/esa/doc/teachers/marzano/SummaryFrames.pdf</p> <p>templates:</p> <p>http://classroom.leanerisd.org/webs/marzano/summarizing_and_note_taking.htm</p>	<p>Formats for Notes:</p> <ol style="list-style-type: none"> 1. Informal Outline 2. Webbing 3. Combination Notes <p>A to Z Review & TILT Journals:</p> <p>http://msbinstructionalcoach.wordpress.com/teaching-tip-tuesday-archives/</p> <ol style="list-style-type: none"> 1. Students write a summary statement starting with a letter of the alphabet 2. Students keep a TILT journal "Things I learned today..." & write in it at the end of class. 	<p>K W L</p>
<p>Read more:</p> <p>http://www.netc.org/focus/strategies/summ.php</p> <p>Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</p>			
<p>Group Summary</p> <p>http://www.readingquest.org/edis/71/group_sum.html</p> <ol style="list-style-type: none"> 1. Designate and label a section of the chalkboard for each major heading of the text the class is going to read. 2. After reading each section of the text, students will write main idea statements on the board for each section. Rules: in their own words, complete sentences, include the topic and important info/big ideas from the section. 3. Combine all of the summary statements into a group summary for the entire text. 	<p>Shaping Up Review</p> <p>http://msbinstructionalcoach.wordpress.com/2012/05/15/teaching-tip-tuesday-shaping-up-review/</p> 	<p>Cornell Notes</p>  <p>Students divide the paper into 3 sections. On the left they write key points, on the right are notes/info about the key points. At the bottom, students write a summary.</p> <p>http://coe.jmu.edu/learningtoolbox/cornellnotes.html</p>	
<p>Exit Slips</p> <p>During last 5 minutes of class, students must write a one sentence summary of what they learned that day, make a list of facts learned, etc.</p> <p>Foldables</p> <p>http://www.csun.edu/~krowlands/Content/AcademicResources/Foldables/Basic%20Foldables.pdf</p>	<p>3-2-1</p> <p>http://msbinstructionalcoach.wordpress.com/2012/05/09/teaching-tip-tuesday-3-2-1/</p> <ul style="list-style-type: none"> • 3 things that I learned from this lesson/from this text. • 2 questions that I still have. • 1 aspect of class/the text that I enjoyed. 	<p>INSERT note-taking</p> <p>http://msbinstructionalcoach.wordpress.com/2012/04/17/teaching-tip-tuesday-insert/</p> <ol style="list-style-type: none"> 1. During reading, students will place post-it notes in the margin of the text with their reactions, thoughts, and notations. 2. After reading, students use their post-its to explain/summarize their learning on paper 	
<p>Chalk Talk</p> <p>http://msbinstructionalcoach.wordpress.com/2012/04/03/teaching-tip-tuesday-chalk-talk/</p> <p>RAFT http://www.adlit.org/strategies/19783/</p> <p>A writing strategy that helps students present their ideas about content information they are studying by responding to prompts that require them to think about various perspectives:</p> <p>R: role of the writer F: format A: audience T: topic</p>	<p>Reciprocal Teaching</p> <ol style="list-style-type: none"> 1. In groups of 4, students will each be given a role: summarizer, questioner, clarifier, predictor 2. Have students read a few paragraphs of the assigned text and use note-taking strategies (selective underlining or sticky notes) 3. At the given stopping point, each student will do their job of summarizing, clarifying, questioning, or predicting. 4. The roles then switch, one person to the right. The next section is read. Students repeat the process using their new roles. This continues until the entire selection is read. <p>For more info on the tasks for each role and graphic organizers to use:</p> <p>http://www.readingrockets.org/strategies/reciprocal_teaching/</p>		

Movie Frame Notes









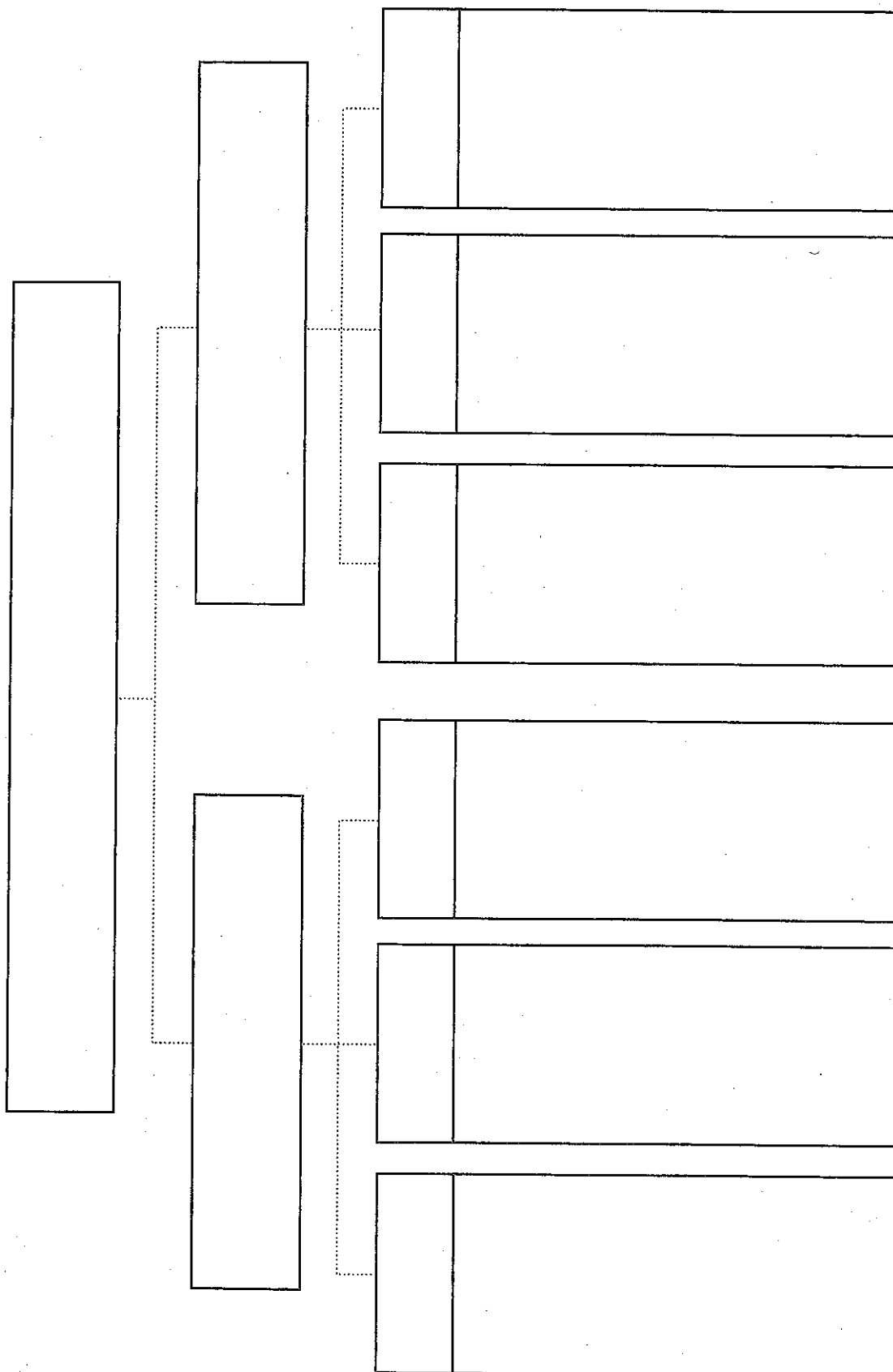
Title of Notes

- Key points from text here

- Corresponding pictures here

Summary of what you learned here

Concept Map



Concept Connections

Read the list of words in the cycle. In between two words, explain the connection or relationship between them (ie. Word A is related to Word B because...)

<hr/> <hr/> <hr/> <hr/>	Feelings	<hr/> <hr/> <hr/> <hr/>
Rights		Actions
<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>
Responsibilities		Choices
<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>
Apologizing		Self-regulation
<hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/>
	Consequences	

Concept Diagram

Concept Name:

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Definition:

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Characteristics of the Concept:

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>

<i>Examples</i>	<i>Non-Examples</i>

CONCEPT DIAGRAM

③ Key Words

① CONVEY CONCEPT

② OFFER OVERALL CONCEPT

③ NOTE KEY WORDS

④ CLASSIFY CHARACTERISTICS

①

②

Always Present Sometimes Present Never Present

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⑤ EXPLORE EXAMPLES Examples:

Nonexamples:

⑥ PRACTICE WITH NEW EXAMPLE

⑦ TIE DOWN A DEFINITION



**RAN Chart**

| What I Think I Know | Confirmed (or Yes, You Were Right) | Misconceptions | New Information | Wonderings |
|---------------------|------------------------------------|----------------|-----------------|------------|
|                     |                                    |                |                 |            |

# Language Arts

| Summarize                                                                              |                                                                     |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| My Teacher's Description                                                               | My Description                                                      |
| In your own words, briefly describe the most important details in the content or text. | It is like when I say or write the important stuff in my own words. |
| How I'll Remember This Word                                                            | Additional Experiences/Connections                                  |
|                                                                                        |                                                                     |

# VOCABULARY

| Using Questions to Describe a Word                                                      |  |                                                                                                                                 |  |
|-----------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------|--|
| Person                                                                                  |  | Place                                                                                                                           |  |
| What does he/she look like?<br>Where did he/she come from?<br>Why is he/she important?  |  | What does this place look like?<br>Who went there or came from there?<br>What happened there?<br>Why was this important?        |  |
| Thing                                                                                   |  | Event                                                                                                                           |  |
| What does it look like?<br>What does it do?<br>How big is it?<br>Where would I find it? |  | When/where did it happen?<br>Why did it happen?<br>Who was there?<br>What happened after that?<br>Why was this event important? |  |

# VOCABULARY

## Using Sentence Stems to Describe a Word

It is kind of like \_\_\_\_\_.

It looks like \_\_\_\_\_.

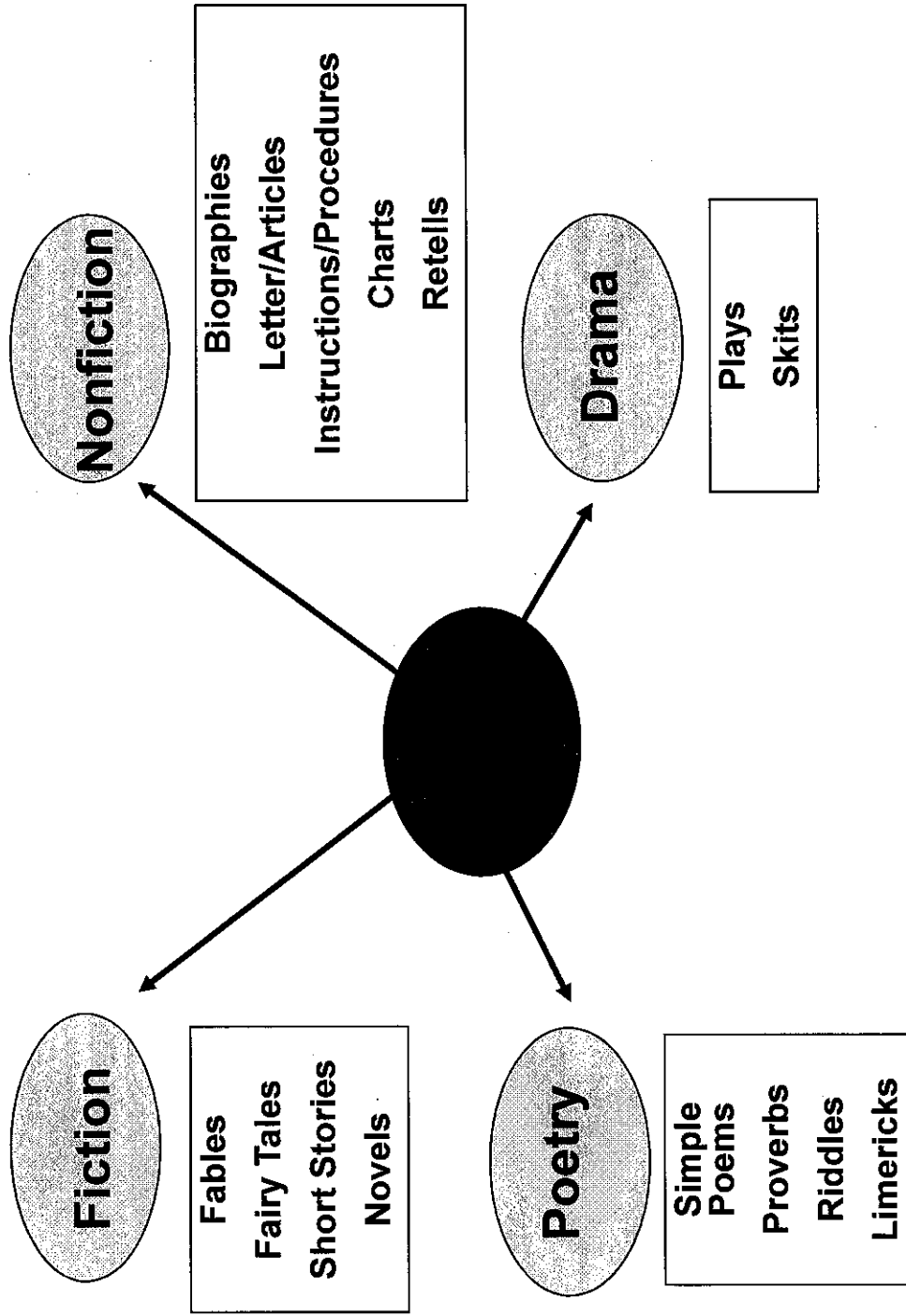
It is when you \_\_\_\_\_.

It's where you go to \_\_\_\_\_.

It feels like \_\_\_\_\_.

It smells like \_\_\_\_\_.

You use it when you \_\_\_\_\_.



# Frayer Model

